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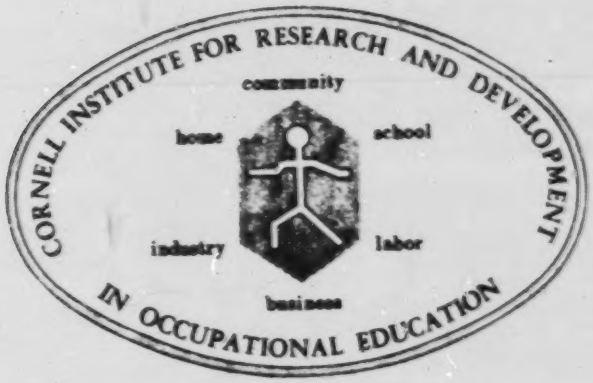
ABSTRACT

The need for a "career consciousness throughout the educational system" was defined as necessary if comprehensive programs, early childhood through adulthood, were to evolve within educational institutions in New York State. This report summarizes the activities undertaken by the Cornell Institute for Research and Development in Occupational Education in cooperation with the Bureau of Inservice Education, State Education Department in developing a statewide strategy to implement the Career Education concept. The approach was a strategy of change through a three-year cycle of staff development, focusing on elementary school personnel the first year, middle school personnel the second year, and secondary level personnel the third year. The complete schematic illustrating needs assessment, program planning, implementation, process evaluation, and outcome evaluation is provided in the 42-page appendix. Four memoranda designating goals and behavioral objectives for the program, completing the model, and further implementing the strategy design are also presented. (Author/HW)

ED 092761

FINAL EVALUATION REPORT

EPDA ELEMENTARY CAREER EDUCATION INSTITUTES



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Cornell Institute for Research and
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Department of Education, New York State
College of Agriculture and Life Sciences
Cornell University,
Ithaca, New York

in cooperation with

Bureau of Inservice Education
Office of Higher Education
New York State Education Department
Albany, New York

April 1, 1974

CE 001 502

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Memorandum of Transmittal:

FINAL EVALUATION REPORT - EPDA
ELEMENTARY CAREER EDUCATION INSTITUTES

TO: James McCann, Associate
Bureau of Inservice Education
Office of Higher Education
New York State Education Department

FROM: Professor John Wilcox, Director
Institute for Research and Development in
Occupational Education

DATED: April 1, 1974

During the period February 1, 1973 through January 31, 1974 we had the opportunity to work with your bureau in the design, implementation and evaluation of a state-wide strategy for the inservice education of selected elementary teachers toward development of faculty inservice programs in Career Education.

The attached report summarizes the activities undertaken and provides an evaluative base for program revisions designed to improve the over-all strategy as applied to a program for middle and junior high school teachers during 1974-75.

The many innovations in program planning, the application of basic principles of program evaluation, and the planned follow-up have made this an exciting venture in inservice education. We look forward to a continued association during 1974-75.

JW:ca

I. Rationale

The idea of career education has been generally accepted by parents, community, students and many educators. The concept is viewed as having potential to encounter a real problem of society --- to increase relevancy of education to a personally satisfying adult career role. Major policy statements from federal, state and local levels guide efforts toward implementation of career education within school curricula. In New York State, the basic challenge for career education was delineated in the Occupational Education Regents Position Paper #11 (1971). The need for a "career consciousness throughout the educational system" was defined as necessary if comprehensive programs, early childhood through adulthood, were to evolve within educational institutions in New York State. Identification of key ages further emphasized the comprehensive scope of the position, beginning at school entry and leading through the various developmental levels of decision-making.

In light of this policy, unmet personnel needs were defined. The Bureau of Inservice Education, Division of Teacher Education and Certification, Office of Higher Education of the New York State Education Department identified inservice and/or staff needs in the state Plan of Action for EPDA Part F, Section 553 in which personnel needs are addressed.

To meet these needs, the Cornell Institute for Occupational Education submitted a proposal to develop, in cooperation with the Bureau of Inservice Education, State Education Department, a statewide

strategy to implement the Career Education concept. The approach was a strategy of change through a three-year cycle of staff development beginning with a focus on elementary school personnel the first year, followed by middle school personnel the second year and finally, secondary level personnel the third year. The participants were viewed as "change agents." Reflecting Goodlad, the basic element to accomplish infusion of career education into existing programs was designated as a team of teachers, administrators and other personnel from an individual school. These teams were to be catalysts for something akin to a "ripple effect" in extending career education. Figure 1 summarizes the strategy design. The complete schematic constitutes Appendix A.

The strategy is further implemented through four memoranda or papers. Goals for the training program, and decisions leading to identification of these goals were based on the New York State Regents Policy Statement on Occupational Education #11, from preliminary reports and material from the Ohio Center for Vocational and Technical Information, and from other established resources for occupational and career information. Thus the basis of the strategy generally, and for the papers specifically, was designation of goals/objectives for the program. Participant goals were delineated as:

> The team will develop understanding for the role that Career Education can and should play in the educational matrix of all youth.
>
> The team members will enhance their knowledge and appreciation of the world of work and the

dynamics of the discontinuities imposed by the impact of accelerating technological change.

The team will develop the necessary knowledge, understandings and skills specific to techniques of curriculum modification through infusion with Career Education elements.

The team will demonstrate the ability to plan, organize, implement, and appraise education teacher-learning experiences and develop instructional materials for classroom use.

The team will plan strategies for promoting Career Education within their home school and/or school district.

These five major goals plus accompanying behavioral objectives provided the basis for the memoranda which completed the instructional aspect of the prototype:

Instructional Resources which suggested readings and other resources as aids for meeting objectives.

Organizing Centers for Learning and Development Activities which proposed potential activities, research or projects to be considered as organizational vehicles for the team or task force efforts of the institutes.

Criterion References for the Objectives which suggested standards to be implemented or modified by team efforts.

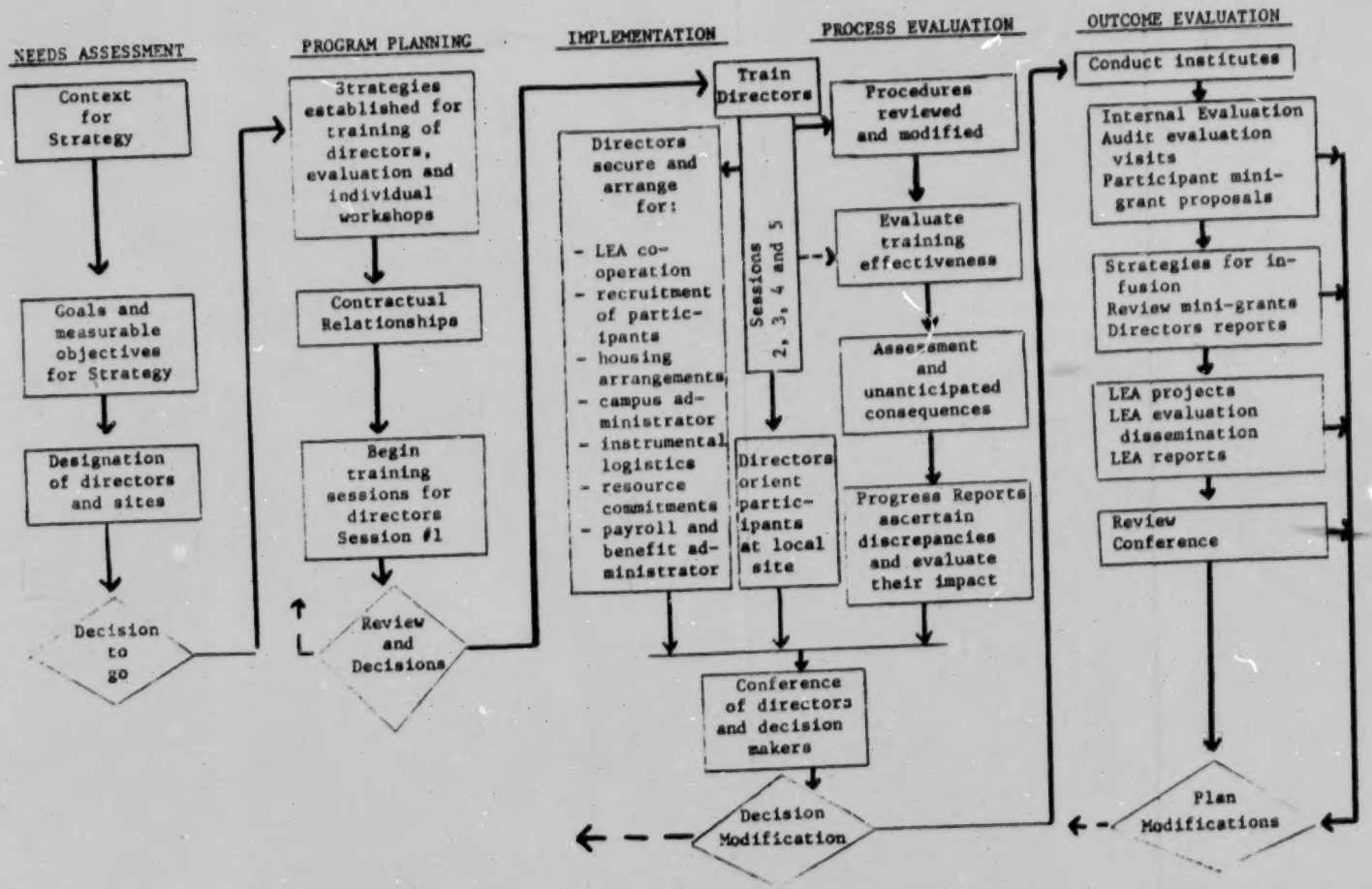
These four memoranda completed the model and are presented in Appendix B.

II. Program Preparation

Major goals of this strategy were delineated as the training of approximately 400 teacher-leaders in about 50 teams as change agents for the infusion of career education and to encourage incorporation of career education competencies within pre-service teacher education programs. To meet these goals, ten cooperating locations were specified by the State Education Department as hosts for the six-week summer workshop. Six State University Colleges at Buffalo, Fredonia, Brockport, Oswego, Plattsburgh, and Oneonta, and four private colleges at Elmira, Russell Sage, C. W. Post and Pace agreed to sponsor and administer an EPDA institute for career education. The location of these ten sites provided geographical representation as approximately thirty counties within New York State were represented in the final selection of participants. At each college, a person holding professional rank and associated with the department of elementary education was chosen as director of the summer institute. Each director was charged with the administration and instructional procedures of the summer workshop.

Five training sessions plus a one-day conference were administered for the directors by the CIOE staff. The first session dealt with the role and responsibilities of an EPDA institute director, thereby serving as an orientation to responsibilities. Generally these duties included: attendance at training sessions, recruitment of

SUMMARY SCHEMATIC
STRATEGY FOR INFUSION OF CAREER EDUCATION
FIGURE 1


NEEDS ASSESSMENT
Context for Strategy
Goals and measurable objectives for Strategy
Designation of directors and sites
Decision to go
PROGRAM PLANNING
3trategies established for training of directors, evaluation and individual workshops
Contractual Relationships
Begin training sessions for directors Session #1
Review and Decisions
IMPLEMENTATION
Train Directors
Directors secure and arrange for:
- LEA co-operation
- recruitment of participants
- housing arrangements
- campus administrator
- instrumental logistics
- resource commitments
- payroll and benefit administrator
Sessions 2, 3, 4 and 5
Directors orient participants at local site
PROCESS EVALUATION
Procedures reviewed and modified
Evaluate training effectiveness
Assessment and unanticipated consequences
Progress Reports ascertain discrepancies and evaluate their impact
Conference of directors and decision makers
Decision Modification
OUTCOME EVALUATION
Conduct institutes
Internal Evaluation Audit evaluation visits Participant mini-grant proposals
Strategies for infusion Review mini-grants Directors reports
LEA projects LEA evaluation dissemination LEA reports
Review Conference
Plan Modifications

elementary school personnel for project teams, administrative tasks with host institutes, participants and local schools, and the administration, evaluation and follow-up of the six-week workshops. These duties and procedures are summarized in Figure 1 and presented in the strategy schematic in Appendix A.

Two of the training sessions dealt with the concept of career education with an emphasis on theoretical background, policy statements, state and national projects. The remaining two meetings primarily emphasized the availability and management of materials and community involvement with career education. Personnel that cooperated with the training sessions included representatives from local and state career education efforts, State University Colleges, New York State Education Department, faculty and staff of Cornell University.

The agenda for each training session comprises Appendix C.

A summation of reactions by the directors-in-training to the sessions indicated the following:

-over 80% rated the sessions good to excellent in addressing the information and skills necessary for effective performance as a director.

-all rated the presentation of the career education concept as good to excellent.

-all found the communication between CIOE and directors-in-training as good to excellent.

-over 90% rated support from CIOE as good to excellent during institute organization.

-all found the general climate of the meetings to be good to excellent.

-over 90% rated the selection of presenters as good to excellent.

Opportunity for open-ended comments brought the following observations of needs from a number of directors-in-training:

-the need for a co-director.

-the need for more group dynamics.

-the need for a selected reference list with necessary ordering information.

-the need to have more participant involvement during the sessions.

-the need for a sequential organization to the sessions.

-the need for more efficient scheduling in terms of time requirement for the sessions.

-the need to identify deadlines and requirements in advance.

The complete reaction summary constitutes Appendix D.

In response to State Department publicity each director selected five to six participant teams from cooperating school districts at each site. To be selected, each team had to secure administrative commitment from the chief school officer to allow staff development activities as follow-up. Additionally, the building administrator was to participate in the workshop for a minimum of five sessions during the six-week period. An orientation session for the participants was held by each director prior to the summer workshop. A summary tabulation of the number of teams, participants and counties represented at each

institute is presented in Figure 2.

III. Implementation

During the six-week residency phase, the staff of CIOE provided logistical and advisory support, and served as third party evaluators for the institutes.

One avenue of support was provided through dissemination of materials and bibliographies relevant to criterion objectives. These included:

Career Education (AIM/ARM). ERIC Computer Search, September 1972. ERIC Clearinghouse in Vocational and Technical Education, Ohio State University, Columbus, Ohio.

Career Education Resource Guide. Morristown, New Jersey: General Learning Corporation, 1972.

Curriculum and Instructional Materials for Occupational Clusters. ERIC Computer Search (AIM), August 1971. ERIC Clearinghouse on Vocational and Technical Education, Ohio State University, Columbus, Ohio.

Drier, Harry N., Jr. and Associates. K-12 Guide for Integrating Career Development into Local Curriculum. Worthington, Ohio. Charles A. Jones Publishing Company, 1972.

Gibson, Robert L. Career Development in the Elementary School. Columbus, Ohio. Charles E. Merrill Company, 1972.

School Community Relationship. ERIC Computer Search (AIM/ARM), July 1972. ERIC Clearinghouse in Vocational and Technical Education, Ohio State University, Columbus, Ohio.

Selected References on Career Education. Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio.

EPDA INSTITUTE SUMMARY TABULATION
Figure 2

Institute	Number of Teams	Number of Participants	Number of Counties Represented
Brockport	5	37	3
Buffalo	5	41	2
Elmira	5	37	3
Fredonia	5	38	2
Oneonta	9	40	5
Oswego	6	40	3
Pace	7	38	3
Plattsburgh	6	38	4
C. W. Post	7	40	2
R. Sage	7	40	4
TOTAL	62	389	31

A minimum of two on-site visitations were made by the staff of the CIOE. During these visitations, the staff served as resource personnel, consultants, counselors, and often as a unifying link among the ten autonomous programs. Conferences were held with directors, participants and other personnel as appropriate.

In addition, the staff served as third party evaluators. The process of evaluation reflected the UCLA Model in that feedback, review, and modification were integrated as components of the procedure. Reports were compiled after each visit as feedback for the director, SED personnel and the CIOE staff.

A synthesis of the reports compiled during the residency phase indicates that the ten institutes, although autonomous, had commonalities. For example, the concept of community resources was integrated into each of the ten programs to some degree. Also, the majority of the teams focused efforts on "home-school" needs. Too, there was little variance among institutes in the final results of the Career Education Concept Inventory. Regrettably, the commitment to scholarship, understanding of the concept of change and the focus on staff development did not reach expectations at the institutes generally.

The synthesis also has implications in the selection of college centers and directors. When optimally effective, the workshop site offered adequate facilities, administrative support, and sense of commitment to career education generally. When performing effectively, directors were not over-committed and displayed an interest in the career education effort.

In addition to the third party evaluation, each director was also charged with the responsibility of internal evaluation of the respective workshop. Formats and procedures for the internal evaluation varied from institute to institute. Processes ranged from informal unscheduled group sessions to formalized daily reaction sheets. This aspect of evaluation carried potential as being valuable in determination of successful instructional procedures.

IV. Outcomes and Follow-Up

A potential outcome of this effort was to encourage implementation of strategies to infuse teacher education programs with career education oriented learning experiences. Support and assistance was provided the directors by the CIOE staff through conferences with college administrators, deans and department chairmen. At the preservice level, several options were discussed as having potential for the integration of career education:

-through existing preservice methods and materials courses

-through scheduled student teacher seminars

-through workshops or courses

-as a specified competency within present and/or future teacher education guidelines

-within existing preservice modules or tracts.

Efforts to integrate a career education emphasis at the inservice or graduate level have reached fruition at all but one or two of the sites. Graduate seminars, mini-courses, term courses and inservice programs with a career education focus are included in fall and spring semester offerings at these colleges. A few other institutions in the state that were not hosts for EPDA have also included a variety of offerings in career education at the inservice or graduate level.

An outcome of the EPDA institutes was the opportunity for each participating team to submit a proposal to the State Education Department for a mini-grant to aid in home-school staff development within career education. The grant for $1000, generated as a result of institute experiences, was to be used in helping the team serve as change agents in extending the concept of career education.

The staff of CIOE assisted SED personnel in the evaluation of the mini-grant proposals. The proposals provided an indication as to the understandings reached by the participants in terms of career education concepts and of their role as change agents.

After the first review of the proposals, it became clear that the role of change agent was generally not an integral component of the proposals. Therefore, guidelines for refinement of proposals were prepared and distributed to the participants. In essence these guidelines explicated the basic goals of an inservice program in career education, and identified common characteristics of proposals that were accepted and funded. The basic goals were identified as:

-to understand the Career Education concept.

-to obtain a basic understanding of the world of work.

-to develop the understandings and skills necessary to infuse Career Education objectives with current educational objectives.

-to have the opportunity to practice these infusion skills, and to validate and refine these revised activities through classroom application.

A description of the common characteristics of the acceptable proposals included the following items:

-they disclosed their general objectives and identified explicitly their specific inservice objectives in terms of desired teacher behavior or competencies.

-they described their inservice strategies in a sequential fashion, and either identified the acceptable level of teacher competence to be achieved, or described the amount of time to be devoted to each of the strategies.

-they identified the resources that would be utilized to achieve these objectives.

-they identified the manner in which the attainment of the specific objectives could be measured.

In response to these guidelines, plus telephone consultations with CIOE and SED personnel and work sessions with respective directors, all but nine were revised, resubmitted and funded by the close of the project year (January 31). The reasons given by teams not revising their proposals included staff reassignment, lack of interest or administrative support, and lack of time. A few of the teams that have been funded (approximately six) were experiencing some local administrative budgetry delays, however their funding has been approved.

Feedback from several teams indicate that the delay in funding was frustrating and precipitated a decline in interest level. In some cases, it meant postponement or cancellation of scheduled activities.

An observation about this current situation is that during the next cycle, all involved personnel should be aware of the ramifications of this critical aspect of the program. Proposal revision in itself is a "fact of life". However, in this unique situation, every effort should be made at each institute to encourage an "acceptable" effort on the first submission to avoid negative consequences.

In addition, the funding delay necessitated by proposal revision has been a deterrent to production of materials as an outcome of the mini-grants. In a survey conducted by the CIOE staff to help determine the availability of materials that might be identified as worthy of dissemination, approximately 70% indicated that curriculum materials had been developed. However, this effort in all but a few isolated cases, had been part of their summer experience. A description of the kinds of materials indicated that 22% resulted in

audio-visual materials, 28% resulted in curricular innovations such as kits and contracts, 33% resulted in infusion with subject matter areas, 6% resulted in a model, and 11% resulted in community resource files. As predictable only 50% of the teams indicated that any materials, beyond what had been submitted to the summer institutes, would be available. These would have to be requested, often of individual team members, copied and returned. In the remaining instances, the teams indicated a reluctance to release their one-of-a-kind material, or that no copies were available, or that all that was appropriate had been submitted previously.

An implication from this situation for the next cycle is that planning be made prior to and during the residency phase to obtain sample exemplary products from the teams as produced during the workshop, and a strategy to submit future materials to the director who may then identify those worthy of dissemination by CIOE. The procedure during this first cycle has led to a random collection of materials that were inexpensive to quickly reproduce.

CIOE is including in each issue of the Career Commentary a feature entitled "Notes from Here and There." This provides a vehicle for not only EPDA teams, but others involved with career education, to submit a brief summary of current efforts, techniques or tools that are effective in the implementation of career education.

In addition, a few samples will be available during the training sessions for the second cycle directors. One institute has had their material summary accepted for publication by Research in Education.

A follow-up meeting of directors was held in Albany at the State Department on October 26, 1973. An outgrowth of this session was the identification of suggestions and recommendations for the second cycle of summer EPDA career education institutes. These concerns focused on six areas:

-the need of more than one director and/or administrator at each institute.

-the need to determine an effective number of participants feasible at each institute.

-the need to determine an effective duration of each workshop in terms of days, weeks and follow-up components.

-the need for delineation of deadlines, outcomes, expectations (i.e. materials), and proposal guidelines prior to the residency phase of the workshops.

-the need for greater emphasis of commitment from the selected participants during the orientation phase.

-the need for identification of skills needed for attitudinal, behavioral and curricular change on the part of those involved.

Each director is also charged with preparation of a final report for the State Education Department. In those random copies received by CIOE, these considerations seem to be reaffirmed.

The staff of CIOE conducted a telephone survey of the directors in January to determine the kinds of follow-up to the teams at each institute. Visitations, proposal consultation, presentations and participation were identified by eight directors as part of their follow-up. Two described their contact with teams through informal correspondence and telephone conversations. In addition, other types of team contact were identified as being a liaison to resource personnel, as circulating materials, and as teaching a course.

All directors identified or suggested teams that appeared to be putting forth commendable effort in fulfilling their commitment. As predictable, only two directors could name potential sources for additional exemplary products. In addition to information, the telephone survey served as a device for up-dating, closure and perhaps most important a communicative link between CIOE and the directors. An observation for the second cycle is that communications can not be overlooked if an optimally effective program is attained.

The staff of CIOE has attempted to facilitate liaison between EPDA activities and those of the regional coordinators financed with VEA Part D funds through formal and informal means. A mail survey to regional coordinators and EPDA teams was undertaken in February 1974 to determine the extent of liaison between the two efforts.

The survey return from the coordinators was 71%. Of these about 60% had EDPA teams within their regions. About 80% indicated that they had communication and cooperative efforts with the teams in their regions. Only 16% had no contact or communication. One director identified cooperative efforts with two of the three EPDA teams in the

region. The directors reported cooperative activities to include participation in workshops, inservice sessions, pilot schools, task forces, financial assistance, and a sharing of resources and materials.

In response to suggestions for improvement of liaison, the following recommendations were made:

--13% indicated that the coordinators have a role in participant selection.

--53% indicated a willingness, and to some degree the necessity, of input by the regional directors to the EPDA program.

--33% identified the EPDA effort as a cooperating resource of which they would like to be aware, i.e. participant names and participation in appropriate sessions during the summer.

When asked what changes the EPDA teams had precipitated in their region, 65% of those responding identified the following:

--25% noted an enthusiastic attitude that was contagious.

--37% found the teams to be an important resource in terms of material and personnel.

--25% noted a variance in the approach to integration of career education.

--13% found little to support in terms of activity or attitude.

Opportunity was provided in the survey for open comments, and some 53% chose to respond. Their comments are categorized as follows:

--12% wanted an exchange of proposals and techniques.

--12% wanted to know about EPDA efforts.

--37% saw EPDA as a viable approach.

--12% indicated the need for on-site follow-up to EPDA teams.

--25% stated that presently they choose not to support the EPDA effort in any way.

To complete the picture, a parallel mail survey of the EPDA teams asked for indication of their involvement with their regional coordinators. Approximately 62% were unclear as to the regional coordinator or his/her role. The remaining 38% were engaged in cooperative activities with their respective coordinators. Material exchange, participation in each others' meetings and workshops, communications exchange and cooperative participation in a third project were identified by these teams.

Implications from these survey results indicate that although successful in some instances, greater efforts are indicated of all involved personnel if EPDA and VEA efforts are to dovetail more efficiently. The staff of CIOE has encouraged the sharing of resources and expertise whenever a feasible opportunity arises. In addition, there was representation of the coordinators at one of the training sessions, and participants, directors, and coordinators were mutually identified. The Career Commentary, distributed for dissemination to both EPDA directors and regional coordinators, summarizes the major activities of both efforts with a continual invitation for more input.

However, the results of the survey indicate that a concerted effort during the residency phase may be necessary to effectly create an awareness leading to later cooperative efforts among teams and regional projects.

In the mail survey to EPDA teams previously mentioned, several other areas of feedback were tapped. There was approximately a 50% return on this survey. The questions are summed and the responses categorized by percentages in the following paragraphs.

a) Has your team engaged in staff development activities?

--88% indicated "yes".

--22% indicated "no" but planning.

b) Describe staff development activities.

--57% identified workshops, speakers, films and mini-courses.

--12% named resource identification.

--12% identified team presentations.

--15% identified material displays.

--6% described surveys of needs and resources.

c) What is your team's greatest need for effective implementation of career education?

--6% identified meetings with others.

--3% identified a prepared curriculum.

--3% identified more communication.

--3% identified administrative cooperation.

--10% identified more funds.

--34% identified motivation, greater interest, more cooperation and less resistance.

--40% identified the need for more time.

d) What has been your most useful experience in promoting career education?

--13% described field trips.

--13% identified the opportunity to work together.

--6% identified informal discussions.

--6% identified the curriculum development.

--10% named the summer institute generally.

--3% identified materials.

--20% identified speakers or presentations.

--24% identified the community and involvement with it.

--3% could not isolate any one factor.

e) What recommendations would your team make for future EPDA institutes?

--8% indicated the necessity of follow-up meetings.

--26% noted a need for better resources.

--8% suggest goals that are more specific.

--19% indicate a need for more effective allocation of time.

--34% see a need for guidelines.

--8% indicated earlier funding.

--3% found the institute "excellent as was"

f) What changes have taken place at your home-district due to EPDA?

--63% listed an increase of awareness.

--11% noted a budget and time reallocation.

--15% noted changes with the community.

--4% identified an implementation of inservice.

--4% submitted proposals to other agencies.

--4% saw no change.

g) Describe the kinds of support received from your EPDA director.

--11% have received no help.

--11% have received offers of help.

--11% have received materials.

--11% received help with proposal revision.

--11% have had directors participating in their activities.

--23% receive newsletters or communications.

--19% find the directors' help to be one of a morale factor.

h) Other comments.

--44% commented on the late funding and its consequences.

--33% sense a lack of support.

--11% find career education to be of necessity, an "add-on".

--11% enjoy being "gospel-spreaders".

Less than 1/3 of the teams chose to respond within this last category.

It can be concluded from the results of the survey that staff development efforts are being carried on by these teams, and several activities are beyond the orientation stage. There is a variance in identification of need and of useful experiences thereby indicating the variance within individual school districts. The community appears to be a positive component in many of the efforts. There is a sense of "awareness" that the teams see as a result of their efforts. The directors seem to offer a range of support to the various teams. There seems to be a sense of need for more guidelines during the residency phase of the institute. Finally, a large proportion see the lateness of funding as a deterrent to their efforts.

V. Summary and Recommendations.

The process and outcome evaluation conducted by CIOE has identified basic information to be utilized during the 1974-1975 in-service activity year. This information has been delineated specifically throughout the report as appropriate. In general, the results of the evaluation efforts have indicated the need to revise to a degree the format and emphasis of the training sessions, the need to structure collection of exemplary materials, some suggestions for selection of directors and sites, and the need to focus on selected areas during the residency phase. In particular, proposals should be acceptable

for funding at the end of the summer or at a much earlier date to deter negative consequences. Finally, the need for communication has been emphasized within the area of each CIOE objective. Participants, directors, administrators, staff, resource personnel and others in career education describe in some way the lack generally of communication and interchange. The presence of such communication will lead to greater understanding and appreciation of the effort within career education.

Specific recommendations suggested by this report for the next cycle include the following:

a) A director plus a co-director for each institute is warranted for optimal effectiveness.

b) Feedback indicates that for time management, a five-week session is preferable to a six-week session.

c) To increase effectiveness of instruction, thirty participants is a more feasible number for each institute.

d) Program objectives should be shared openly and during the beginning stages at each workshop.

e) Results indicate that a greater emphasis is needed on the change process than during the first cycle.

f) The guidelines for the inservice proposals, an outcome of the workshop, should be shared early in the session.

g) The VEA Regional Career Education Coordinators should be involved in the directors' training sessions.

h) The VEA Regional Career Education Coordinators should be involved as resource personnel during the summer session.

i) Follow-up for the participants should be carefully planned by each director with more time provided than has been the case during the first cycle.

j) Communication should be improved through regional newsletters, and statewide through Career Commentary.

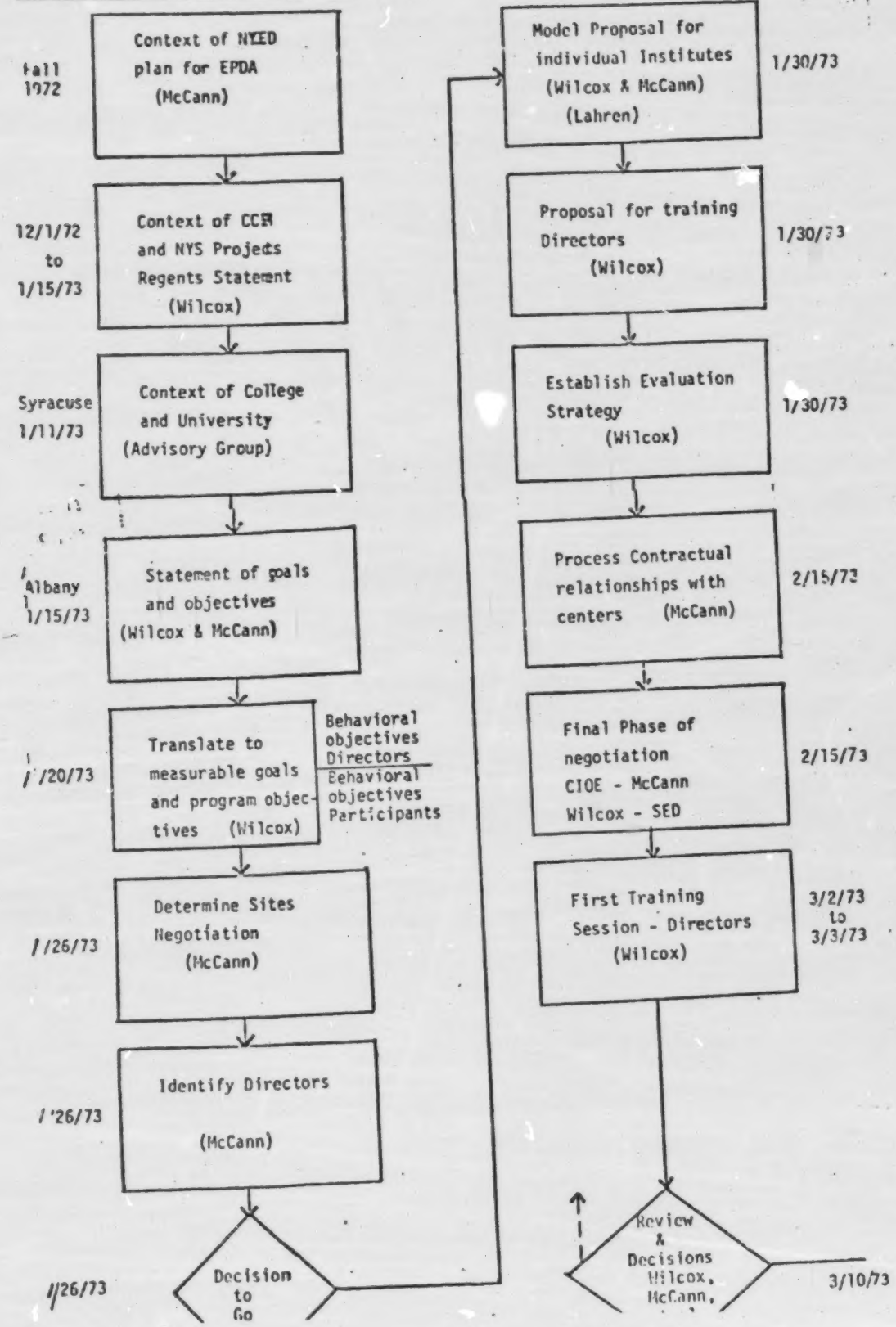
k) There is a need for more extensive involvement of successful teams and participants which will not only provide recognition for achievement but also provide opportunity for important inputs for local, regional and state conferences, workshops and other related activities.

l) A strategy should be outlined for the collection of exemplary materials produced by the participants prior to the close of the summer session.

NEEDS ASSESSMENT

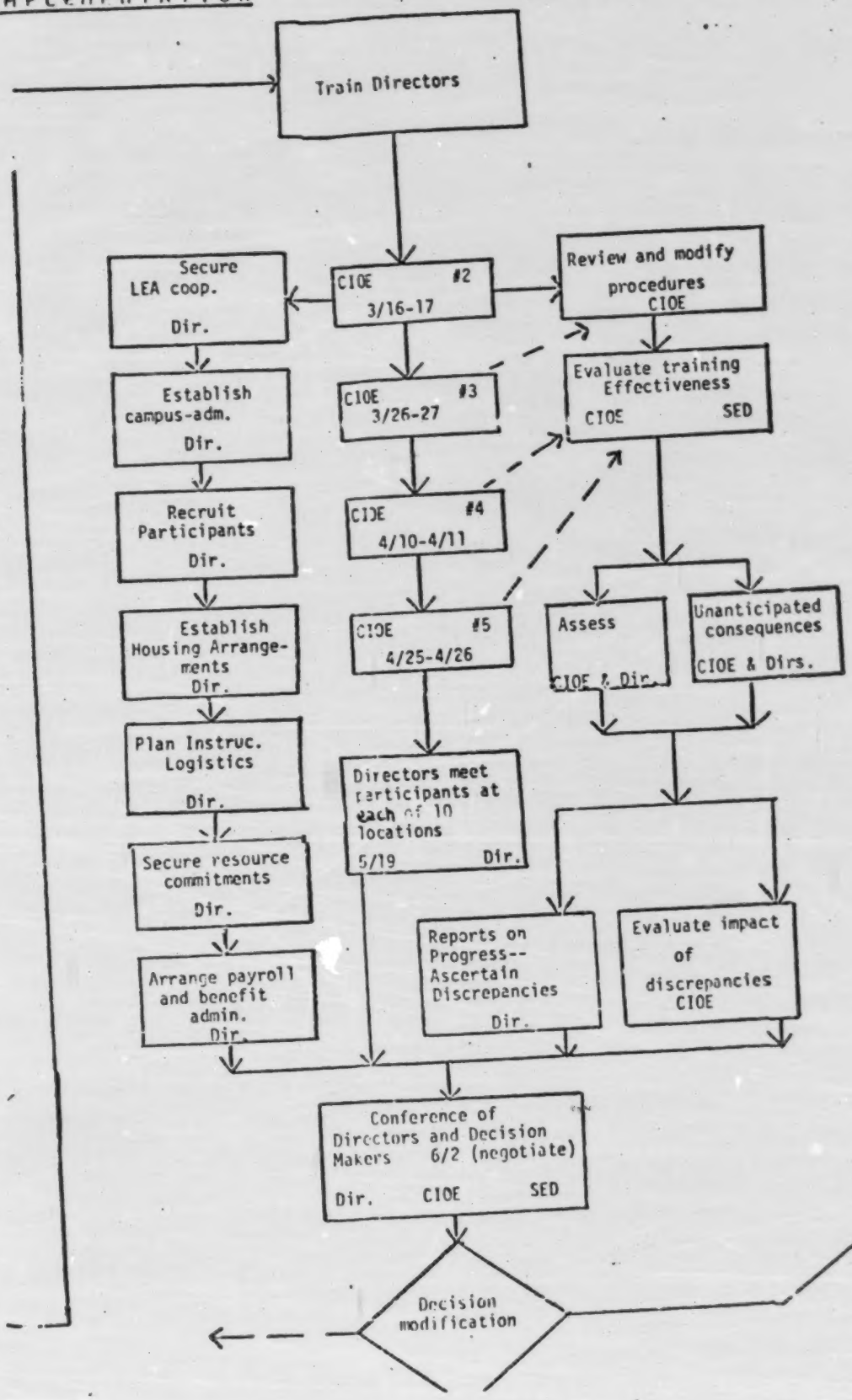
APPENDIX A

PROGRAM PLANNING

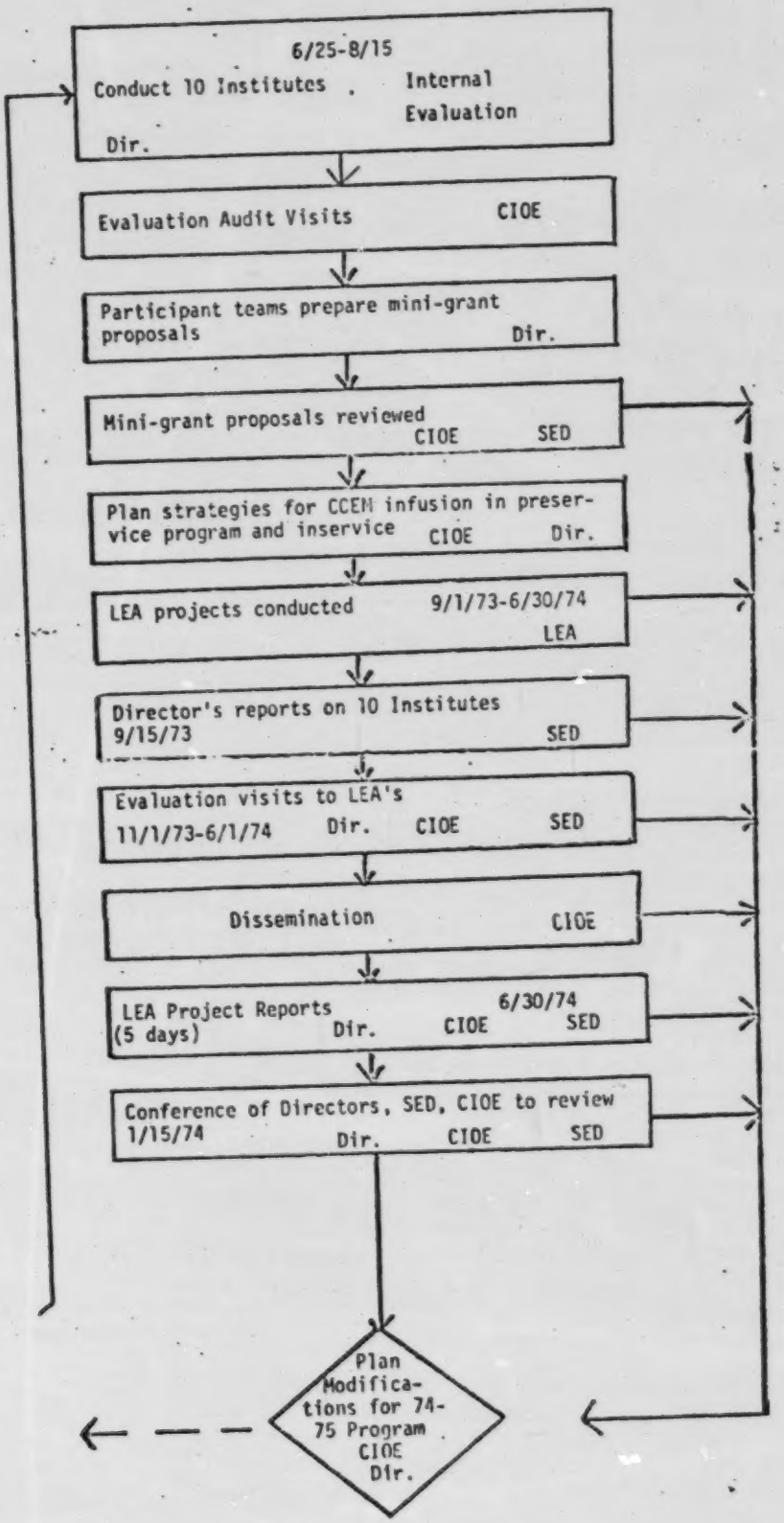


IMPLEMENTATION

PROCESS EVALUATION


Train Directors
Secure LEA coop. Dir.
CIOE #2 3/16-17
Review and modify procedures CIOE
Establish campus-adm. Dir.
CIOE #3 3/26-27
Evaluate training Effectiveness CIOE SED
Recruit Participants Dir.
CIOE #4 4/10-4/11
Establish Housing Arrange-ments Dir.
CIOE #5 4/25-4/26
Assess CIOE & Dir.
Unanticipated consequences CIOE & Dirs.
Plan Instruc. Logistics Dir.
Directors meet participants at each of 10 locations 5/19 Dir.
Secure resource commitments Dir.
Reports on Progress-- Ascertain Discrepancies Dir.
Evaluate impact of discrepancies CIOE
Arrange payroll and benefit admin. Dir.
Conference of Directors and Decision Makers 6/2 (negotiate) Dir. CIOE SED
Decision modification

Outcome Evaluation


6/25-8/15
Conduct 10 Institutes . Internal Evaluation
Dir.
Evaluation Audit Visits CIOE
Participant teams prepare mini-grant proposals Dir.
Mini-grant proposals reviewed CIOE SED
Plan strategies for CCEN infusion in preservice program and inservice CIOE Dir.
LEA projects conducted 9/1/73-6/30/74 LEA
Director's reports on 10 Institutes 9/15/73 SED
Evaluation visits to LEA's 11/1/73-6/1/74 Dir. CIOE SED
Dissemination CIOE
LEA Project Reports (5 days) 6/30/74 Dir. CIOE SED
Conference of Directors, SED, CIOE to review 1/15/74 Dir. CIOE SED
Plan Modifications for 74-75 Program CIOE Dir.

APPENDIX B

Revised: 4/16/73

Program and Team Goals, and Team Objectives for
EPDA Elementary Teacher Career Education Institutes

College Goals:

1. To devise strategies for developing and sponsoring both pre- and inservice elementary teacher training activities, courses, workshops and institutes in career education.

2. To serve as a Resource Center in Elementary Career Education Curriculum Development available to area schools, elementary education personnel, and other colleges with elementary teacher training programs.

3. To develop an awareness for the exigency of career education goals, concepts, skills, and knowledge as viable curriculum development and instructional competencies needed by elementary teachers.

4. To train one elementary teacher educator to assume a leadership role in the College's efforts to develop both pre- and inservice career education activities, courses, workshops, and institutes for the elementary teacher and administrator.

Participant Team Goals and Objectives:

1.0 The team will develop understanding for the role that Career Education can and should play in the educational matrix of all youth.

- 1.1 Will identify the discontinuities and contemporary problems that have led to proposals for Career Education.
- 1.2 Will trace the historical antecedents of the Career Education movement.
- 1.3 Will identify and interrelate the major theories of career development.
- 1.4 Will examine the working definitions of the Career Education concept proposed in Regents Paper #11 and USOE's CCE".
- 1.5 Will identify the competencies needed for entry into an occupation and/or the world of work as exemplified by the element outcomes and themes of the Comprehensive Career Education Model.
- 1.6 Will identify the developmental needs of elementary school children that can be met through Career Education.

2.0 The team members will enhance their knowledge and appreciation of the world of work and the dynamics of the discontinuities imposed by the impact of accelerating technological change.

- 2.1 Will test attitudes, appreciations and understandings against those of people involved in other occupations.
- 2.2 Will become aware of occupational entrance level requirements and their historical trends.
- 2.3 Will develop a sensitivity to the rapid evolution of new career opportunities.
- 2.4 Will develop an awareness of the methods by which future needs for laborers, technicians and professionals are projected.
- 2.5 Will develop an awareness of the alternative programs of preparation available for meeting occupational entrance level requirements.
- 2.6 Will develop an awareness of the techniques and uses of job analysis and task analysis by those developing occupational curricula.

3.0 The team will develop the necessary knowledge, understandings and skills specific to techniques of curriculum modification through infusion with Career Education elements.

- 3.1 Will examine extant school district goals.
- 3.2 Will examine existing elementary school curricula to determine student learning outcomes sought through extant learning experiences.
- 3.3 Will identify primary sources for career relevant information.
- 3.4 Will understand the usefulness of the "occupational clustering" concept for accessing and managing knowledge of the world of work.
- 3.5 Will develop skill in identifying student behavioral outcomes to be sought through elementary school curriculum infusion with career relevant learning experiences.
- 3.6 Will develop comprehensive grade level learning outcomes incorporating extant learning outcomes with career education learning outcomes.
- 3.7 Will identify subject area concepts, units and/or learning experiences that will serve as organizing centers through which comprehensive grade level learning outcomes can be sought.
- 3.8 Will develop skill in constructing measurable performance (behavioral objectives).
- 3.9 Will develop skill in constructing criterion referenced measurements for such performance objectives.

4.0 The team will demonstrate the ability to plan, organize, implement and appraise career education teaching-learning experiences and develop instructional materials for classroom use.

- 4.1 Will identify and examine alternative learning strategies.
- 4.2 Will develop fused instructional plans.
- 4.3 Will develop independent study programs and supporting programmed materials.
- 4.4 Will develop, when necessary, supplementary Career Education unit plans.
- 4.5 Will plan a learning information management system.
- 4.6 Will develop criterion referenced measurements of student progress.

5.0 The team will plan strategies for promoting Career Education within their home school and/or school district.

- 5.1 Will apply the skills and understandings necessary to establishment of the identity and working effectiveness of the team.
- 5.2 Will develop an understanding of the change process and examine the potential for application of two or more change process models in the local situation.
- 5.3 Will enhance understanding of the planning process, particularly as it applies to involvement of diverse groups.
- 5.4 Will develop plans for the use of consultants and advisory groups.
- 5.5 Will develop plans for communication internal to the school building and the school district.
- 5.6 Will develop plans for external communications with the community and its agencies.
- 5.7 Will develop a formal proposal and submit an application for a mini grant for a project to be carried out during the school year 1973-74.

Instructional Resources

1.0 The team will develop understanding for the role that Career Education can and should play in the educational matrix of all youth.

1.1 Readings

Drucker, Peter F., THE AGE OF DISCONTINUITY, Harper & Row, 1968.

Toffler, Alvin, FUTURE SHOCK, Random House, New York, 1970.

Panel: Secondary students discussing the decisions they must make and what they need to know.

Task Force Discussions: "What are the problems in our community?"

Task Force Reports and General Discussion: "Are these problems general or are some unique to particular communities?"

1.2 Readings

Wirth, Arthur G., EDUCATION IN THE TECHNOLOGICAL SOCIETY, Intext Educational Publishers, Scranton, 1972.

Herr, Edwin L., REVIEW AND SYNTHESIS OF FOUNDATIONS FOR CAREER EDUCATION, ERIC Clearinghouse VTE, The Ohio State University, 1972.

Speaker - A regional director of occupational education or a college professor.

1.3 Readings

Super, Donald E., THE PSYCHOLOGY OF CAREERS, Harper and Row, New York, 1957.

Roe, Anne, THE ORIGIN OF INTERESTS, American Personnel & Guidance Association, Washington, DC, 1964.

_____, THE PSYCHOLOGY OF OCCUPATIONS, Wiley, New York, 1956.

Tiedeman, David V., CAREER DEVELOPMENT, College Entrance Examination Board, New York, 1963.

Ginzburgh, E., et al, OCCUPATIONAL CHOICE: AN APPROACH TO A GENERAL THEORY, Columbia University Press, New York, 1951.

Blau, Peter M., et al, "Occupational Choice: A Conceptual Framework," INDUSTRIAL AND LABOR RELATIONS REVIEW, Vol. 9, no. 4, July 1956, pp. 531-

Speaker - A counselor-educator who can undertake a report and synthesis.

Panel of participating counselors.

1.4 Goldhammer, Keith and Robert E. Taylor, CAREER EDUCATION: PERSPECTIVE AND PROMISE, Charles E. Merrill Publ. Co., Columbus, OH, 1972.

U.S. Government Printing Office, CAREER EDUCATION, A HANDBOOK FOR IMPLEMENTATION, Washington, D.C., 1972.

Gibson, Robert L., CAREER DEVELOPMENT IN THE ELEMENTARY SCHOOL, Charles E. Merrill, Columbus, OH, 1972.

NYS Regents Position Paper #11, OCCUPATIONAL EDUCATION, Albany, New York, May 1971.

Presentation by the director: The Comprehensive Career Education Model.

1.5 Goldhammer & Taylor, Ibid.

Gibson, Ibid.

Speaker, personnel manager or plant manager.

Panel, workers from a local business.

Interviews, neighbors, a field trip to a factory, parents, random contacts.

Discussion among institute participants

1.6 Havinghurst, Robert, HUMAN DEVELOPMENT AND EDUCATION, Longmans, Green and Co., Inc., New York, 1953.

Maslow, A. H., MOTIVATION AND PERSONALITY, Harper & Row, New York, 1954.

Rogers, Carl R., ON BECOMING A PERSON, Houghton Mifflin Co., Boston, 1961.

Speaker: a developmental psychologist from the college faculty.

2.0 The team members will enhance their knowledge and appreciation of the world of work and the dynamics of the discontinuities imposed by the impact of accelerating technological change.

2.1 Field trip to a business or industry with planned interviews of workers.

Reading including such contemporary fiction as Arthur Haley's WHEELS, newspaper articles on the Vega plant at Lordstown, Ohio and the Saab planned modifications to deal with worker dissatisfactions.

2.2 Readings

2.3 Toffler, Alvin, FUTURE SHOCK, Random House, New York, 1970.

Berg, Ivar, THE GREAT TRAINING ROBBERY, Beacon Press, Boston, 1971.

U.S. Dept. of Labor, OCCUPATIONAL OUTLOOK HANDBOOK, Washington, DC, 1972.

Field Trip - combine with 2.1

Speaker and/or panel - Personnel managers and business executives.

2.4 Speakers from state labor department, state employment service, county planning commission, State Vocational Advisory Council, college faculty.

Reading

Morton, J. E., HANDBOOK FOR COMMUNITY MANPOWER SURVEYS, W. E. Upjohn Institute, Kalamazoo, MI, 1972.

2.5 Panel(s) including:

Guidance counselors, BOCES occupational education director, industry-education coordinator, private trade school administrator, two-year college director of instruction, two-year college director of continuing education, an employment service counselor.

Speaker(s)

A representative of a registered union apprenticeship training program, a representative of an industry-based training program.

Field trip(s)

BOCES occupational education center, agricultural and technical college, community college.

2.6 Speaker: state employment service, curriculum coordinator from Regional Occupational Education Center, professor of occupational education.

Reading

Fine, S. and W. Wiley, METHODS FOR MANPOWER ANALYSIS, Upjohn Institute, Kalamazoo, MI, 1971.

3.0 The team will develop the necessary knowledge, understandings and skills specific to techniques of curriculum modification through infusion with Career Education elements.

3.1 Copy of local school district goals.

Speaker: The building principal of the team.

Panel - school board members.

3.2 NYS State Syllabi.
Textbook series in use.
Local curriculum guides or handbooks.
Special programs, e.g. AAAS science, etc.

3.3 DICTIONARY OF OCCUPATIONAL TITLES.
OCCUPATIONAL OUTLOOK HANDBOOK.

The commercial occupation information services currently subscribed to by your school system, e.g. Chronicle, SRA, Mid-Hudson, etc.

B'nai B'rith Vocational Service, A DIRECTORY OF FREE MATERIALS FOR COUNSELORS AND TEACHERS, Sextant Systems, Inc., Milwaukee, WI, 1970.

Drier, H. N., Jr. and Associates, K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM, Jones Publishing Co., Worthington, OH, 1972.

World of Work, PRE VOCATIONAL FILMSTRIPS, Edu-Craft, Detroit, MI, 1972.

3.4 Taylor, John E., et al, AN OCCUPATIONAL CLUSTERING SYSTEM AND CURRICULUM IMPLICATIONS FOR THE COMPREHENSIVE CAREER EDUCATION MODEL, Human Resources Research Organization, 300 N. Washington St., Alexandria, VA, 1972.

3.5 Center for Vocational and Technical Education, ABSTRACTS OF INSTRUCTIONAL
- 3.6 MATERIALS FOR CAREER EDUCATION, The Ohio State University, Columbus, OH. To be used in connection with the ERIC Library System.

ERIC, CURRENT INDEX TO JOURNALS IN EDUCATION, Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY. To be used in connection with the ERIC Library System.

THE NATIONAL STANDARD CAREER EDUCATION MODEL, Educational Properties, Inc., Irvine, CA.

Mesa Public Schools, CAREER EDUCATION PHILOSOPHY AND GOALS, Mesa, AR, 1973.

3.7 The local curriculum

3.8 Readings
- 3.9

Liles, Sam and Raymond Bernabei, WRITING AND USING BEHAVIORAL OBJECTIVES, University of Alabama, 1969.

Mager, Robert F., PREPARING INSTRUCTIONAL OBJECTIVES, Palo Alto, Fearon Publishers, 1962.

4.0 The team will demonstrate the ability to plan, organize, implement and appraise career education teaching-learning experiences and develop instructional materials for classroom use.

4.1 Readings
- 4.6

Deay, Ardeth M., Nancy Straus and John Wilcox, INFUSION MODELS, Cornell University, Institute for Occupational Education, Ithaca, NY, 1973.

The ERIC system holds many examples of materials developed by other schools. See ABSTRACTS OF INSTRUCTIONAL MATERIALS FOR CAREER EDUCATION. Special attention might be given to those developed in Mesa, Arizona; Cobb County, Georgia and the State of Wisconsin.

Consultants: Your on-campus specialists in curriculum and instruction.

5.0 The team will plan strategies for promoting Career Education within their home school and/or school district.

5.1 Reading

Cartright, D. and A. Zander, GROUP DYNAMICS: RESEARCH AND THEORY, Harper & Row, New York, 1968. (Chapters 1, 3, 11 and 31)

Consultant/Speaker - Director of County Cooperative Extension Service.

5.2 Reading

Hoeltzel, Kenneth E. CHANGE AND INTRODUCTION OF CAREER DEVELOPMENT INNOVATIONS IN THE SCHOOL, unpublished. (Director's folder--4th session

Panel: Participating principals.

5.3 Readings

Davis, Russell C., PLANNING HUMAN RESOURCE DEVELOPMENT, Rand McNally and Co., Chicago, IL, 1966.

Bennis, Warren G., et al, THE PLANNING OF CHANGE, Holt, Rinehart, Winston, New York, 1969.

5.4 Readings

THE ADVISORY COMMITTEE AND VOCATIONAL EDUCATION, American Vocational Association, Washington, DC, 1969.

CITIZENS ADVISORY COMMITTEES AVENUES TO BETTER SCHOOLS, University of State of New York, The State Education Department, Albany, 1952.

The Agricultural Advisory Board, A HANDBOOK FOR BOARDS OF EDUCATION, SCHOOL BOARD MEMBERS AND TEACHERS OF AGRICULTURE, University of the State of New York, The State Education Department, Albany, 1965.

Consultant: Director of regional occupational education center. Teacher of agricultural occupations.

5.7 Guidelines will be provided by the State Education Department.

/pas

4/26/73

New York State College of Agriculture and Life Sciences
a Statutory College of the State University
Cornell University

Department of Education
Stone Hall
Ithaca, N.Y. 14850

Memo: Organizing Centers for learning and development activities directed toward achievement of projected goals and objectives for Elementary Career Education Institutes

To: Directors, Elementary Career Education Institutes and James McCann
Gene Winter

From: John Wilcox

Dated: May 8, 1973

The Institute or Workshop approach to learning is designed to release the creative talents of the participants through learning activities that have achievement of a goal or resolution of a problem as an ultimate outcome.

The very essence of this approach lies in the involvement of every participant in meaningful activities, anyone of which may address itself to several, or all, of the Institute goals and/or subordinate objectives.

The Institute Director assumes the responsibility for guiding the total effort to ensure a balanced involvement toward a total achievement of a matrix of established goals and objectives.

Toward this end, we propose for your consideration these organizing centers. An organizing center may be viewed as a project, activity, research effort, demonstration, that may become an effective vehicle for moving the group through a complex of learning and developmental activities directed toward achievement of specialized goals and objectives and whenever possible resulting in a usable product and/or mastery of a useful process.

For the most part the organizing centers proposed here have been selected because they lend themselves to team or task force efforts. Such task force efforts during the conduct of the Institute should contribute to the establishment of task force identity, to mastery of the working relationships, and establishment of supportive relationships essential if each task force is to serve as an effective change agent upon return to the home school setting.

I. Developing a Program to Explain the Career Education Concept.

A. A task force might undertake the preparation of a program for orienting other teachers in their school system to the Career Education concept. The approach might vary from a lecture-panel type presentation to a programmed audio visual presentation suitable for groups or a programmed presentation for individual use. Content would be suitable to the professional needs of the audience. Activities would include preparation and/or selection of the audio and visual materials that would be most effective in explaining the concept.

The program might be piloted with another task force or with the total group.

B. A task force might undertake the preparation of a program for orienting a lay group (PTA, Service Club, etc.) to the Career Education Concept. The task force would address the concerns outlined in I.A., but content would be adjusted to the needs of a lay group.

Note: If task forces within the Institute cooperate, several products might be developed and each task force could have copies of the others' efforts.

II. Initiating a Community Resources Survey.

After an Institute activity in organizing and experiencing an industrial field trip, a task force might undertake the initiation of a local community resource survey. An individual task force might work independently within its community for three or four days to get this underway. Products resulting from this Organizing Center might include taped interviews, film slides, resource referral cards, criteria for selecting a field trip location, etc.

III. Identifying curriculum areas for infusing with Career Education information and learning experiences.

A task force might examine the State Syllabus, a local curriculum guide, or a locally adopted textbook series in one or more subject areas to identify career element infusion points. Further steps could be taken to match elements and performance objectives with those infusion points and develop instructional plans.

IV. Compilation of an Annotated Bibliography of Career Relevant Literature for the Elementary Grades.

Application of the Career Education elements and themes to the selection of elementary literature at several reading levels suitable for independent and/or group reading.

V. Development of a Career Education Game.

A task force might undertake the study of gaming theory and apply it to devising a game as a learning strategy for the accomplishment of comprehensive objectives including a subject matter area and one or more Career Education elements.

Part of this activity could involve the examination of existing gaming materials both locally and commercially developed.

VI. Development of an Information Support (Management) System.

A task force might undertake the design of a Career Information support system that would provide access by teachers and pupils at the critical teaching or learning instant.

VII. Career Education Proposal.

Each task force will undertake, after the third week of institute ac' preparation of a proposal for a mini-grant to support career education in their school during 1973-74.

The task force might develop a strategy for persuading the loc match the EPDA funds and role play a local meeting with board or a during which they present their request.

VIII. ETV Tape Programs.

A task force might undertake preparation of several ETV programs for use through the school system and/or community in informing others of the meaning of Career Education and its implications for professionals and lay people.

IX. Career Education Bibliography.

A task force might undertake preparation of an annotated bibliography on career education to be shared with their colleagues in the school system.

X. Testing and Measurement.

A task force might conduct a search for adequate standardized tests relating to career education elements. Part of this activity would involve actually taking the tests.

XI. Local Job Market Survey.

A task force might select an occupational cluster, examine career ladders within that cluster, inventory opportunities for local employment now and in the future, identify graduates who have actually entered this cluster and through interviews determine the means of job entry used.

XII. Employment Services.

A task force might visit the local employment service, determine several jobs of high local availability to high school graduates and then determine, by visiting personnel managers, the personal characteristics and qualifications they consider in filling those positions.

XIII. Finally--A Sleeper!

A task force might undertake the planning of a unit of instruction that is of high quality in all respects but does not relate to any career education goals, elements or themes.

This is not an exhaustive list of Organizing Centers. What ideas do you and your Institute participants want to add?

Institute Matrix

The use of organizing centers to effectively implement career education activities toward achievement of specified Institute goals and objectives requires a management tool that will assist the director in maintaining a balance of activities toward achievement of all objectives. One approach to this is through construction of a matrix on which each team might record its use of organizing centers and the goals and objectives attained.

Organizing Center	Task Force Goal 1	Task Force Goal 2	Task Force Goal 3	Task Force Goal 4	Task Force Goal 5
Example:					
Program to explain CE	1.1, 1.3 1.2				

Enter in each square of the matrix, under the appropriate goal, the number of the objective dealt with.

Criterion References for
Participating Team Objectives
EPDA Elementary Career Education Institutes

5/30/73

These criterion references are intended as aids. Teams may choose to substitute other criterion references and compile evidence for presentation to the Institute Director and evaluators at the time of their visits.

Goal: 1.0 The team will develop understanding for the role that Career Education can and should play in the educational matrix of all youth.

Objective 1: Will identify the discontinuities and contemporary problems that have led to proposals for Career Education.

Criterion: 1.11 Individual participants will be able to list five or more social, economic and/or technological changes that are root causes of contemporary career decision making problems.

Criterion: 1.12 The team will identify and document the manifestations of these problems in their local community in terms of: a) secondary school drop-out rates, b) problems of unemployment and underemployment, c) college drop-out rates, d) crime rates, e) drug problems, and/or design studies that should be undertaken to collect data.

Objective 1.2: Will trace the historical antecedents of the Career Education movement.

Criterion: 1.21 Each team through written materials and/or audio visuals will design communications to their colleagues illuminating these concepts:

a) Education as a means for preparing workers,
b) Education as a means for preventing exploitation of workers,
c) Education as a means for developing human resources,
d) Education as a means for achieving self-fulfillment.

Criterion: 1.22 Individuals will be able to match a list of historical events with points on a time-line extending from 1860 to 1973.

Objective 1.3: Will identify and interrelate the major theories of career development.

Criterion: 1.31 Participants will be able to match a list of distinguishing characteristics with the theories expounded by Super, Roe, Ginzburg and Blau.

Objective 1.4: Will examine the working definitions of the Career Education concept proposed in Regents Paper #11 and USOE's CCEM.

Criterion: 1.41 Each team will achieve consensus on and present a set of statements that comprises their working definition of Career Education with notations as to how each statement relates to Paper #11, CCEM or both.

Objective 1.5: Will identify the competencies needed for entry into an occupation and/or the world of work as exemplified by the element outcomes and themes of CCEM.

Criterion: 1.51 As a result of their visits to industries each team will develop descriptions of local occupations using the elements and themes of CCEM guides. Such descriptions may include audio and visual presentation as well as narrative.

1.52 Using the elements and themes of CCEM each team will construct an employee interview guide for use by students. Guide will be adjusted to appropriate student age level.

Objective 1.6: Will identify the developmental needs of elementary school children that can be met through Career Education.

Criterion: 1.61 There will be product evidence that Institute participants have examined Havighurst's (or other) Developmental Tasks and established appropriate instructional objectives for several CCEM themes for several age levels. This may be done by task forces, panels, etc. and presented to the group.

Goal: 2.0 The team members will enhance their knowledge and appreciation of the world of work and the dynamics of the discontinuities imposed by the impact of accelerating technological change.

Objective 2.1: Will test attitudes, appreciations and understandings against those of people involved in other occupations.

Criterion: 2.11 In constructing an interview schedule each team will agree upon 5 statements about job satisfaction to be tested for degree of agreement by individuals from several unlike occupational areas.

Objective 2.2: Will become aware of occupational entrance level requirements and their historical trends.

Criterion: 2.21 In developing interview schedules and planning field interviews each team will construct questions and plan interviews to determine what educational entrance level requirements had to be met by workers who are now 18-25 years of age, 25-40 years of age, 40-55 years of age, over 55. Data will reflect requirements for unskilled, semi-skilled, technical and supervisory levels of work.

Objective 2.3: Will develop a sensitivity to the rapid evolution of new career opportunities.

Criterion: 2.31 Each team will identify occupations that are new to their community within the past decade.

Criterion: 2.32 Each team will develop an inventory of occupations that have disappeared from their community in the past 25 years.

Objective 2.4: Will develop an awareness of the methods by which future needs for laborers, technicians and professionals are projected.

Criterion: 2.41 Institute records will reflect that participants have discussed projective techniques with a New York State employment service representative and several industrial personnel managers. Evidence of their having reported their finding to the total group will be present.

Objective 2.5: Will develop an awareness of the alternative programs of preparation available for meeting entrance level requirements.

Criterion: 2.51 Each team will have identified locally five groups of occupations that can be entered through all of the following:

a. on job training thru company
b. on job training thru labor organizations
c. adult part-time education programs
d. full-time degree or certificate programs

or

2.52 Each team will have listed the alternatives and consequences available within commuting distance to a student that wants to enter:
a. clerical occupations
b. personnel management at entry level
c. construction trades
d. public safety occupations

Objective 2.6: Will develop an awareness of the techniques and uses of job analysis and task analysis by those developing occupational curricula.

Criterion: 2.61 There will be evidence that an occupational educator has addressed the Institute explicating the use of job and task analysis in the development of occupational curricula.

Goal: 3.0 The team will develop the necessary knowledge, understandings and skills specific to techniques of curriculum modification through infusion with Career Education elements.

Objectives 3.1-3.2: Will examine extant school district goals.

Criterion: 3.11 Each team will have in its possession the goal statements of the home district.

Criterion: 3.21 Each team will have developed a matrix showing the relationship between extant school district goals and the career education elements.

Criterion: 3.22 Each team will have developed a set of recommendations for restatement of school district goals to encompass integration of the Career Education concept.

Objective 3.3: Will identify primary sources for career relevant information.

Criterion: 3.31 Each team will have developed an annotated bibliography of primary sources and a recommendation for purchase of those not already available in their school district.

Objective 3.4: Will understand the usefulness of the "Occupational Clustering" concept for accessing and managing knowledge of the "world of work".

Criterion: 3.41 Reference to 1.6, 2.4, 2.5, 2.6, 3.4 through 3.9, and 4.1 through 4.6. Each team will project a master plan identifying a diversity of materials that would be useful in meeting the needs of individual elementary pupils for career information. Use of the "occupational clustering" concept will be made to prevent materials from becoming too occupation (job) specific.

Objectives 3.5-3.9: Skills and understanding fundamental to curriculum infusion.

Criterion: 3.51-3.91 The preliminary products developed under goal 4 will demonstrate the understandings and skills stated in 3.5-3.9 through application.

Goal: 4.0 The team will demonstrate the ability to plan, organize, implement and appraise career education learning experiences and develop instructional materials for classroom use.

Objectives 4.1-4.6: Team work records

Criterion: 4.11-4.61 Will supply evidence that each team has examined local courses of study (K-6) to identify areas that may be subject to "career infusion". Plans will be completed for a first semester inventory of what colleagues are already doing and how adequate existing efforts are in terms of appropriate age-levels, sequential nature, and addressing the elements.

Criterion: 4.11-4.61 Preliminary products resulting from team efforts will be assembled and ready for piloting during the fall semester.

Goal: 5.0 The team will plan strategies for promoting Career Education within their home school and/or school district.

Objectives 5.1-5.2

Criterion: 5.11-5.21 Each team will have identified the people in their community who should be involved in planning for implementation of Career Education. Plans will demonstrate provisions for orientation of parents, administration, fellow colleagues, school board, and creation of an advisory committee.

Criterion: 5.3-5.7 Each team will prepare a proposal for development and implementation of a Career Education program in their school and/or school district.

SUMMARY:

We have attempted to identify criteria that are consistent with three previous memoranda which dealt with: Program and Team Goals, and Team Objectives (4/16/73); Instructional Resources for Implementation of Team Goals and Objectives of the EPDA Elementary Teacher Career Education Institutes (4/26/73); and Organizing Centers (5/8/73). We urge that Institute Directors exercise discretion in the application of all these suggestions to ensure Institute participants freedom to creatively develop a team effort. Rigid adherence to all suggestions set forth in these four memoranda could lead to an overstructured Institute. May we suggest two overriding priorities?

1. Sufficient cognitive control of the Career Education Concept to ensure a rigorous effort, and

2. Preparation of a high quality proposal for continuation of local efforts during the school year 1973-74.

APPENDIX C

First Training Session
Directors, Elementary Career Education Institutes
Airport Inn, Hancock Field
Syracuse, New York
March 2-3, 1973

March 2 (Friday)

10:00 a.m.	Arrival at Airport Inn
10:30	James McCann, Coordinator, EPDA Programs, State Education Department Welcome What Is EPDA? What is New York State's Plan? What Is New York State's Plan of Action under EPDA for Career Education? Your College has been selected because-- You have been selected as director because--
11:00	Questions and Answers
11:15	Each participant will make a five minute presentation describing elementary teacher education programs on his/her campus.
12:00-12:15	Break
12:15 p.m.	Lunch
1:30	John Wilcox, Director, Cornell Institute for Occupational (and Career) Education "Career Education: A Strategy for Training Elementary Teachers to Introduce Career Education in New York State Schools"
2:30	Questions and Answers
2:45	Break
3:15	James Lahren, State University College, Buffalo, NY "Guidelines for an EPDA Institute"
5:00	Break
6:00	Dinner

Evening--Participants will undertake preparation of their proposal (Wilcox, McCann, Lahren available to consult individually).

March 3 (Saturday)

9:00 a.m.	John Wilcox--Anticipating Evaluation Requirements
	Additional inputs by McCann and Lahren.
	Questions and Answers
9:30-12:00	Individual Proposal Development
12:00- 1:00	Lunch
1:00	Question and Answer Session followed by individual proposal writing efforts
3:00	Adjournment

a Statutory College of the State University
Cornell University

Department of Education
Stone Hall
Ithaca, N. Y. 14850

Second Training Session
Directors, Elementary Career Education Institutes
Treadway-Mohawk Inn
Syracuse, New York
March 16-17, 1973

Friday, March 16

10:00	Arrival and Registration
10:30	The School-Based Career Education Model
12:00	Lunch at the Inn
1:30	Departure for Syracuse Career Center
2:00	The Syracuse Projects in Career Education
3:00	Questions and Answers
3:30	Inspection of Materials
5:00	Return to Treadway-Mohawk
6:00	Dinner at Inn
7:30	Some Exemplary Career Education Projects and Materials
8:00	Listening and Looking An exhibit of materials, listening stations, move and film slides

Saturday, March 17

8:00	Breakfast at Inn
9:00	General Problems and Concerns (McCann)
10:00	Project Problems (McCann and Wilcox)
11:00	A Small Schools Project (Wilcox)
12:00	Lunch at Inn
1:00	Listening and Looking Individual consultation Flexible departure time
3:00	Adjournment for all

Note: Third Training Session scheduled for March 26-27, Treadway Inn, Front St., Binghamton NY.

Third Training Session
Directors, Elementary Career Education Institutes
Treadway Inn
Binghamton, New York
March 26-27, 1973

March 26 (Monday)

10:00 Arrival at Treadway Inn

10:30 Robert Ullery, Coordinator
Industry-Education Programs
New York State Education Department

11:00 William Austin, Metro-Director
National Alliance for Businessmen
Binghamton, New York

12:00 Lunch

1:30 Field Trip to E. H. Titchner Co., Lou Clark, Personnel Director

4:00 Return to Inn for further discussion with Mr. Austin and Chamber of Commerce representative

5:00 Break (Social Adjustment Hour)

6:00 Dinner

7:30 Planning the Institutes

9:30 Adjourn

March 27 (Tuesday)

9:00 James McCann

10:00 Dr. Donald Clark, Executive Director
Industry-Education Council
Niagara Falls, New York

11:00 Formulating Institute Objectives for Community Involvement

Projecting Institute Activities for Achievement of Objectives

12:00 Lunch

1:30 Planning, Looking, Listening

2:00 Flexible Departure Time

3:00 Adjournment

Fourth Training Session
Directors, Elementary Career Education Institutes
Statler Inn
Cornell University Campus
April 10-11, 1973

(Tuesday) April 10

10:00	Arrival at Statler Inn
10:30	(Taylor Room) The Career Decision Making Continuum - Dr. Joan R. Egner, Associate Professor of Education, Cornell University
12:00	Lunch (Sun Room)
1:30	(Taylor Room) Career Education Curriculum Development - Dr. George J. Posner, Assistant Professor of Education, Cornell University
4:00	A walk on the Campus (a ride if it rains!)
5:00	Rest and Recuperation
6:00	Dinner (Willcox Room)
7:30	(Taylor Room) Options and Alternatives for Implementing Summer Institute Objectives
9:00	More Rest and Recuperation

(Wednesday) April 11

7:30-8:30	Breakfast in the Rathskeller	
9:00	(Taylor Room) Self Awareness in Career Education - Dr. Richard E. Ripple, Professor of Education, Cornell University	
10:15	Time for Coffee	
10:30	Continue with Professor Ripple	
12:00	Lunch (Willcox Room)	
1:30	(Taylor Room)	a) Progress reports on the establishment of your Institutes
		b) Criteria for selection of participating task forces
		c) Open discussion
3:00	Adjourn	

Fifth Training Session
Directors, Elementary Career Education Institutes
Statler Inn
Cornell University Campus
May 9-10, 1973

(Wednesday) May 9

10:00 Arrival at Statler Inn

10:30 (Taylor Room)
Career Education on the National Scene
Dr. Robert Norton, Research and Development Specialist, Center for Vocational and Technical Education, The Ohio State University.
(Dr. Norton will be available throughout the session for consultation.)

12:00 Lunch (Willcox Room)

1:30 (Taylor Room)
Making use of the ERIC system as a primary information resource during the summer institutes and later.
Professor Joe P. Bail, Department of Education, Cornell University.

4:00 (Taylor Room)
Developing strategies and "learning centers" for the summer institute--group discussion.

5:00 Rest and recuperation

6:00 Dinner (Willcox Room)

7:30 (Taylor Room)
Video tape of an interview with Joel Smith, Cobb County, Georgia Career Education Project.

Continued discussion of strategies and "learning centers" for the summer institutes.

9:00 Recess

(Thursday) May 10

7:30- 8:30 Breakfast in the Rathskeller

9:00 (Taylor Room)

A statewide information management system and its implications for materials development.
Dr. Kenneth Cross, Research Coordinator and Dr. Thomas Clayback, Research and Development Complex, State University College at Buffalo.

10:30	(Taylor Room) Developing a Career Education Information Management System for the small school. John W. McMonagal, Assistant Coordinator, Regional Career Education Program, Holland Patent Central School.
11:45	Post test
12:00	Lunch (Sun Room)
1:30	Group discussion--administrative problems in establishing the summer institutes. Budgets and contracts Task Force Selection Supplies and Materials

JW/pas
4/26/73

New York State College of Agriculture and Life Sciences
a Statutory College of the State University
Cornell University

Department of Education
Stone Hall
Ithaca, N. Y. 14850

Memo: June 6, 1973 Meeting of EPDA Institute Directors

To: Dr. Douglas Aldridge
Dr. Julia E. DeCarlo
Dr. Francis Brady
Dr. Iris M. Elfenbein
Dr. Edgar J. Tulloch
Mrs. Jean B. Clayback
Dr. Donald F. McFarland
Prof. F. Douglas Bowles
Mrs. Eileen M. Wardner
Dr. Kenneth Hoeltzel
Corneil S. Balding
James McCann
Gene M. Winter

From: John Wilcox

Dated: May 29, 1963

The final meeting of Directors will take place at the Airport Inn, Hancock Field, Syracuse during the period 10:00 a.m. to 3:00 p.m., Wednesday, June 6, 1973.

Please be prepared to give a 5-10 minute report on plans for your institute. I am sure that your fellow directors would appreciate any new ideas you have developed for organizing centers, any outstanding reference materials you have uncovered and any thoughts you may have about outstanding resource personnel.

Considerable time will be given to a discussion of performance objectives and criterion measurements for each of the program and team objectives set forth in the memorandum of April 16, 1973. We will present at least one performance objective and criterion reference for each program and team objective. After your reactions and contributions a final document will be prepared as a guide for evaluation of each of your institutes.

We hope that program objectives, team objectives, performance objectives and evaluative criteria will be agreed upon. We don't want to pull any surprises and we do want you all as friends after this joint venture is complete.

pas

APPENDIX D

REACTION SUMMARY

EPDA Elementary Career Education
Director's Training Program

Cornell Institute for
Occupational Education

The EPDA Elementary Career Education Director's training sessions addressed itself directly to the needs set forth in the 1972-73 Plan of Action for EPDA, Part F, Section 553 prepared by the Bureau of Inservice Education, Division of Teacher Education and Certification, Office of Higher Education of the New York State Education Department. There were two broad program objectives prepared by the CIOE in meeting the needs outlined above. The objectives are as follows:

1. To identify and train ten elementary school teacher educators to provide instructional, administrative and follow-up support for ten inservice workshops for elementary school teachers and support personnel.

2. To train fifty teams of elementary school educators to integrate career education concepts and activities into their curricula.

To achieve the general objectives above five two-day training sessions were planned. A description of each training session is included along with the evaluation of that session by each director.

The first session was conducted at the Airport Inn in Syracuse, NY on March 2 and 3, 1973. This session dealt with the role and responsibility of a director of an EPDA Institute to be conducted on the campus of an institution of higher education. Presentations were made by John Wilcox, James McCann and James Lahren.

First Session: Airport Inn, 3/2/73

	Very Helpful	Helpful	Not Helpful	
*	3	3	1	1. Orientation to New York State's EPDA Plan of Action (McCann)
	7	2		2. Opportunity to get acquainted with fellow directors.
	6	2	1	3. Introductory Orientation to CE concept (Wilcox).
	5	3	1	4. The relationship of the change process to CE (Wilcox).
	5	3		5. Administrative guidelines for establishing an EPDA Institute on campus (Lahren).

Some Comments:

1. The first session was well structured. It afforded me the opportunity to fully realize what the project consisted of and how my institution and I would be involved.

2. Introduction followed by reading materials provided and created an awareness of the conceptual framework of career education.

3. The flexibility was good.

4. Slow start.

* Indicates the number of directors response to each category

Excellent	Good	Fair	Facility:
1	6		Meeting Room accommodations
2	4		Sleeping Accommodations
1	6		Food

At the second training session, emphasis was on an orientation to the Career Education Concept. This session was held at the Treadway-Mohawk Inn in Syracuse on March 16-17, 1973. A visit was made to the Syracuse City Schools' Career Education Project. The coordinator of the Syracuse project was Donald Stanistreet. We also had a presentation by Donald Tackley, coordinator of the Tioga Center Career Ed Project.

The objectives of this session were:

1. To become familiar with the NY State Regents Policy Statement of Occupational and Career Education.

2. To understand the comprehensive Career Education concept as developed at the Ohio Center for Vocational and Technical Education.

3. To examine the strategies for change necessary to introduction of the CCEM in a school system.

4. To examine the theories of child development, psychology of learning and curriculum development basic to the successful development of a local career education program.

5. To learn about the six national exemplary projects, the 52 state and territorial mini-projects and the 24 regional projects in New York State.

Second Session: Treadway-Mohawk Inn, 3/16/73

Very Helpful	Helpful	Not Helpful	
7	3		1. The School-Based Career Education Model (Wilcox).
5	5		2. Visit to Syracuse CE Center
5	4	1	3. Displays at Center
3	7		4. Opportunity to examine CE materials brought in by Wilcox & Johnston
4	4	2	5. Small school project presentation (Tackley).

Some Comments:

1. Visit to Syracuse Center was interesting. I would have liked it more if I could have visited when children were there.

2. Comprehension of Career Ed was extended.

3. This was a "down-to-earth" meeting which offered practical ideas. The Career Ed. Center was excellent although possibly too much time was involved.

4. This was the least productive and stimulating session.

Excellent	Good	Fair	Facility:
1		7	Meeting Room
2	2	4	Sleeping Room
1	3	4	Food

The third training session was held at the Treadway Inn in Binghamton on March 26-27, 1973. The theme for this session was an orientation to community involvement in the development of a comprehensive career education program. Presentations were made by Robert Illery, William Austin and Donald Clark. A field trip to E.H. Tichner's provided on-site experiences. The objectives of this session were as follows:

1. To examine the Home Community and Business Industry models for CCE and to relate these to the school-based model.

2. To understand the historical backgrounds of the Career Education movement.

3. To learn about models for community-school cooperation.

4. To identify changes that must come about in the community if Career Education is to take place in a receptive environment.

5. To develop a plan for inventorying community resources that may be employed in the development of a local Career Education program.

6. To develop a plan for expanding the teacher's percentual field through experential preparation by visits to business and industry .

Third Session: Treadway-Binghamton, 3/26/73

Very Helpful	Helpful	Not Helpful	
3	5		1. Presentation by Robert Illery
1	6		2. Presentation by William Austin
6	3		3. Field trip to E.H. Titchner
2	7		4. Presentation by Donald Clark

Some Comments:

1. Field trip was worthwhile - sights, sounds, and odors will long be remembered.

2. Items 1 and 2 above were good but completely out of our area - so not as advantageous.

3. Very good!

4. Comprehension extended.

5. The field trip gave us an opportunity to talk with workers as well as management.

6. More sharing of reactions, problems and comments would have been

Excellent	Good	Fair	Facility:
5	2	1	Meeting Room
6	2	1	Sleeping Room
4	5		Food

Emphasis of the fourth training session was on the eight elements and eight outcomes of the CCEM. This session was held at the Statler Hotel, Cornell University on April 10-11, 1973. Presentations were made by Joan Egner, George Posner and Richard Ripple. The objectives for this session were:

1. To understand the complexities of a career decision-making continuum and to learn about Blau's model. (Presentation by Dr. Egner)

2. To understand what may be done to help the elementary child understand self and self in relation to the world of work. (Presentation by Dr. Ripple)

3. To understand the process of developing curriculum and to relate this to the preparation of teacher task forces for career education curriculum development. (Presentation by Dr. Posner)

4. To become familiar with curriculum materials under development by various educational institutions and commercial enterprises.

Fourth Session: Cornell University, 4/10-11/73

Very Helpful	Helpful	Not Helpful	
8	2		1. Presentation by Joan Egner
4	5	1	2. Presentation by George Posner
5	5		3. Presentation by Richard Ripple
1	6	2	4. Session on progress reports and sharing ideas

Some Comments:

1. I found this to be one of the best sessions we had from the standpoint of the presentations given and the background information regarding such things as the decision-making models and theories.

2. Many questions were answered during this session.

3. Not enough time for intra-group discussions.

4. Best session.

5. Presentations were well planned and to the point.

Excellent	Good	Fair	Facility:
7	2		Sleeping Accommodations
10			Meeting Accommodations
10			Food

The fifth training session dealt with the establishment of a career information management system for support of an EPDA institute and translatable to support of local efforts to develop career education curriculum. The meeting was held at Cornell University on April 25-26, 1973. Presentations were made by Robert Norton, Joe Bail, Tom Clayback and Tony Ward. The objectives of this session were:

1. To become familiar with the available career information materials.

2. To learn how to conduct a search of the ERIC system for career education materials.

3. To examine a model Career Education Information Management System.

4. To re-examine the model for local institutes and assess individual readiness for the Director's role.

5. To discuss tasks, issues, etc. that may have been ommitted from the training program.

Fifth Session: Cornell University, 5/9-10/73

Very Helpful	Helpful	Not Helpful	
6	3		1. Presentation by Robert Norton
2	6		2. Presentation by Joe P. Bail
5	3		3. Session on Strategies & "Learning Centers"
2	4	2	4. Joe Smith Video Tape
3	5	1	5. Presentation by Tom Clayback
1	5	1	6. Presentation by Tony Ward

Some Comments:

1. Good presentation.

2. No time for our concerns.

3. It was nice to hear Bob Norton's explanation of the CCEM.

Excellent	Good	Fair	Facility:
8			Meeting Accommodations
7	1		Sleeping Accommodations
9			

Usefulness of materials (check all responses that apply)

1. Bibliographies	4 Very useful	7 useful
	2 Too many	___ not carefully selected
2. Selected Basic References	9 very useful	1 useful
	1 too many	___ too few
3. Supplementary Directories & resource lists	4 very useful	5 useful
	1 too many	___ too few
4. Team & Participant Objectives	8 logical	___ lack logic
	5 realistic	___ unreasonable
	6 clear	1 obfuscated
5. Resources to support objectives	8 helpful	3 good selection
	___ too few	___ mediocre selection
	1 too many	___ poor selection
6. Memo on Recommended "Learning Centers"	7 logical	1 lacks logic
	5 realistic	___ unreasonable
	5 clear	1 obfuscated
7. Instrument for Selecting Teams	2 I used it	8 it helped
	4 I modified it	1 it was of some help
	1 I didn't use it	

Overview:

Excellent	Good	Fair	Poor	Very Poor	
6	3	2			1. The five programs addressed the information and skills necessary to effective performance as a director.
6	5				2. The presentation of the Career Education Concept.
9	2				3. Communications between CIOE and the directors-in-training.
6	4	1			4. Support from CIOE during the period when I was organizing our Institute.
10	1				5. The general climate of the meetings.
5	5	1			6. The overall selection of personnel to address the five sessions.

What additional assistance would you have liked?

1. In my particular situation I felt somewhat frustrated in my attempts to cope with the administrative difficulties and felt that some support in that regard earlier might have helped.

2. I like a non-directive inquiry approach. At present I believe my preparation as a project director was excellent.

3. To have someone from Albany know exact channels in order to have definite answers in order to proceed (State University units).

One organized bibliography set up to include various areas of concentration.

4. Provision for more time for preparation. This project required considerably more time to prepare than the State and Cornell anticipated.

Would also recommend co-directors as more functional -- one to be in charge of administrative details, arrangements, etc.; and the other instruction, strategies, and materials.

5. Since I am working with teachers, I would have found it helpful if I had had the opportunity to talk with someone who has been directly involved with teachers in developing career education materials, i.e. someone from Mesa or one of the other exemplary CE models. Although we visited Syracuse and talked with the teachers - maybe that visit came too early.

I would have liked a compiled list of CE curriculum materials which John Wilcox patiently carted back and forth for us to see. I found I had to spend a great deal of time writing down names and hunting for addresses. Also, no prices were included. I had to write to find out. Why not have a list with person or department to order from and cost. This way, as director would preview material he or she could check off those he would be interested in purchasing.

6. More emphasis on group dynamics. More emphasis on management of innovations. More emphasis on implementation problems and procedures.

7. More attention to the problems unique to the state university finance structure.

8. I don't mean to "polish the apple" but I felt John gave us more real insight than anyone else and, although others added, he was the key person at all times. I have recorded many of the presentations but always turn to his talks for the real information I needed. Next time it would be helpful to have one of the directors for 1973 work closely with the new directors.

What recommendations would you make if you were a member of a planning committee for a training session for 1974-75 directors?

1. I feel that more time (particularly during this first time) would have been helpful. I also feel that having some of the forms and other materials such as the objectives, proposals, etc., earlier would have been helpful.

During the third and fourth sessions some of us experienced some frustrations with the press of time and some uncertainties still with us. Perhaps this period of anxiety is normal - perhaps it is even desirable.

Overall, I found our training sessions to be very thoughtfully and graciously done and the group to be a very pleasant one with whom to meet. I would like to express my admiration for Dr. Wilcox, Gladys, and others on the staff and involved with the presentations for efforts regarding our training as well as our comfort.

2. I really don't know how the first one could have been handled any differently. I am most appreciative of all help.

Samples of organizations of different institutes, what has been learned will certainly make it easier for another training session.

We were "talked to" too often. We are expected to involve our people but we, in turn, were not involved in our learning. I was turned off several times because changes of pace were badly needed.

3. The placement of the sessions ought to be revised; i.e., administrative problems, reality situations, etc. as described by Lohren, etc. ought to come later, when they would really touch needs.

Egner, Ripple, Posner presentations might have come earlier. They dealt with theoretical aspects and inputs which would be useful when learning about the concept.

The objectives could have been made public earlier without fear that all would create the same workshop. They would have provided a useful focus.

Sessions could have been more intensive - arriving night before and starting following day at 8:30 a.m. to 5:00 p.m. with option to remain overnight or leave. An awful lot of time was not utilized well.

In situations where business was not to be conducted at mealtimes and it was apparent that arranged meals would well exceed the state allowance, participants could have had the option to dine on their own - i.e., Cornell, where although lunch and dinner were good, costs were very high.

4. A great deal of thought and hard work went into the planning of our meeting - that is definitely apparent.

Any recommendations I might offer are more of a practical nature. I found it far more beneficial to arrive the evening before and not have to be concerned about the inevitable delays of planes. Maybe arriving in the afternoon and have a meeting after dinner. Then setting morning meetings early and ending on the through day.

I found that little was accomplished on the second day - by the time we had lunch - day was gone.

I don't know if this is the place, but I would like to sincerely thank John Wilcox and Jim McCann for all their efforts. I shudder to think if I had to face the six weeks of the Institute without the orientation and training sessions. They were definitely worthwhile and a necessity. I found I was drawing upon those sessions a great deal especially in the month of June...Definitely, more of the same!

5. I would recommend that the directors be informed as early as possible about their duties and responsibilities.

6. Move faster - pace was slow at times. State terminal objectives first and minimize lack of direction evident at times.

7. Try to arrive at a 50% balance between passive activities, provide definite time for informal cross-group discussion. Somehow avoid information overload - use selective bibliography, etc.

8. I believe it would be difficult to offer any real ideas since this was well-planned.

9. Start process weeks earlier, or have the briefing sessions much closer together.